

The Educational Weekly.

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Editorial.

THE Chicago Board of Education, having offered and paid a premium upon rank insubordination on the part of Assistant Superintendent Doty, should, to be consistent with itself, now sanction the principle, or rather the want of principle, still further, by engrafting it upon its code of standing rules. Mr. Doty should forthwith feel warranted in defying the Board itself. He should issue his secret circulars and manifestoes, regardless of his superior officers, with the added motive in this case that they are scarcely worthy of the respect of anybody, since they have sunk the man in the partisan, and the educational officer in the demagogue. The principals have an illustrious precedent for insubordination to Mr. Doty, the assistant teachers to the principals, and the pupils to the teachers. Thus, let the schools be reduced to anarchy. Let respect for rightful subordination and authority be undermined, and let lawlessness be taught as a fine art in the schools. This and nothing less is the doctrine practically exemplified in the action of a majority of this board.

A parallel to this case, as far as the principle is concerned, was afforded by a board constituted quite as incongruously and absurdly in a neighboring state. This Board was made up of two clergymen, two lawyers, one editor, and one nondescript. These men were charged with the care of three state normal schools. A board thus constituted was, of course, thoroughly competent to deal with all educational questions, however delicate or complicated! The schools under their charge had been left by the Legislature without financial resources, and the principals were in turn left by the board to save the schools from destruction by creating their own resources and relying upon their personal and professional influence, unaided by the board, who could not even afford to hold further meetings *because there was no money to pay the expenses* of the members. Such was, at least, the reasoning of the reverend secretary of the board, and it prevailed. As may well be imagined, the principals had a some-

what knotty problem to solve, under the circumstances, and the helpless board, not having faith enough in the state or the cause they pretended to serve, to pay their own expenses for the time being, were bound to give the principals the small benefit of what moral support they were capable of conferring.

In due time it happened that in one of the schools a sort of rebellion arose wherein two teachers were involved. It was, in fact, a case of defiant insubordination, on the part of these two persons, who sought every opportunity and omitted no occasion for stirring up disaffection among the students and threatening the very existence of the institution. Under the circumstances there was but one thing for the principal to do, and that thing was done. The insubordinates were dismissed three months before the close of the school year. There was no board to dispose of such cases, because "there was no money to pay the expenses of their meeting." The practice was such that teachers were in all cases nominated by the principals, and sometimes, not always, confirmed by the board, as a matter of form. In case the board could ever afford to hold another meeting, there was, in the interests of good order and sound discipline, but one thing for it to do, and that was promptly to confirm the action of the principal, under the circumstances and in the emergency. Not so, however, with these astute students in administrative science. They, too, offered a premium upon gross insubordination by voting to pay the salaries of these rebellious teachers, although no service was rendered after the dismissal. This occurred at the first meeting of the board eight months after the insubordination had been punished, and at a time when there was a fair prospect that the expenses of the meeting would eventually be paid.

We refer to these cases, parallel in respect to the principle involved, in order again to draw attention to the supreme necessity of a reform in the manner of constituting these boards in charge of our educational interests. So long as political influences are dominant in such matters, just so long will incompetent and unworthy men intrigue themselves into these places, and just so long will our educational work be irreparably injured. No decent reason can be given why the educational work should not be confided to educational men. No adequate excuse can be rendered for allowing clergymen, lawyers, and nondescripts generally to foist themselves into places for which neither nature nor experience ever fitted them. Superannuated clergymen, unfitted for duty in their own proper sphere, should be provided for by the church, and not saddled upon the state, at salaries they were never able to command in any other relation. Lawyers, as a general rule, should be left to look after their clients and courts, rather than allowed to deal with delicate questions in education, for which they are no better fitted than is a pedagogue to expound the mysteries of Blackstone, or plead before an average petit jury. Let us have an educational service reform.

A meeting of educated gentlemen was held in Boston, July 6th, for the purpose of considering the existing condition of the public schools of that state, with regard to their efficiency as agencies for the proper education of youth. Thirty gentlemen were present, and from the reports which we have seen of their discussions and conclusions we judge that they must have been a

coterie of highly indignant and disappointed gentlemen. It is apparent, however, that their dissatisfaction with the schools arose not on account of the teachers so much as on account of the committee-men who appoint the teachers, and establish the general regulations by which the schools are managed. Mr. Charles Francis Adams, Jr., for instance, is said to have remarked that "to express his idea emphatically, he should say that the school committee-man was played out so far as his personal contact with teachers was concerned."

It does seem a little singular that in the Old Bay State, which for so many years has been regarded as far in advance of her sister states, especially in matters pertaining to the education of her people, the loud complaint should arise—and that, too, in the celebrated city of Boston—that the public schools are not only not furnishing a proper education to the children of the state, but are actually palming off a very inferior article, which is no education at all—as Mr. Adams said, "a poor article purchased at a high price." But it is because Massachusetts is so much ahead of her sister states that the first meeting of this character is held by her citizens. Statements and complaints similar to those heard the other day at Boston have emanated from individuals in nearly all the Northern States, and perhaps from some, also, in the Southern, and yet the formal meeting for listening to these specific complaints, and devising a remedy for defects in the school system, has first assembled among those who most thoroughly appreciate the situation, and are most ready to unite in making provision for its correction.

It is an indication gratifying to teachers particularly that the citizens of a commonwealth are ready to pronounce against the evil results of an evil system. The inefficiency of the public schools has been recognized and lamented by teachers and superintendents for a long time past, but it has been largely beyond their power to do more than lament. The root of the evil has lain, where the Boston meeting seemed to acknowledge, in the methods of school supervision and management, in the system of appointing guardians and directors of the schools, rather than with those to whom the work of teaching is delegated, who are expected and, indeed, compelled to execute the orders and provisions of any board, however incompetent or ignorant, often in direct violation of their own convictions of propriety or good sense.

This Boston meeting expressed an opinion that a staff of scientific men should be established to stand between the school committee-men and the teachers, which men should be professional educationists, and should perform, though in a much more efficient and thorough manner, because clothed with more authority, the functions now delegated to county superintendents in many states. Now, while we are not ready to concede the failure, even approximately, of the public school system, and least of all in Massachusetts, we have already committed ourselves as against the present practice of placing ignorant and incompetent men on school boards, and especially against the too common practice of selecting the members of such boards for personal or political reasons, without regard to their actual qualifications. The public schools are doing a vast amount for the promotion of the general intelligence of the people, and yet they have defects which should not be ignored, and these defects are owing chiefly to a lack of thorough, careful, and scientific supervision—particularly where this supervision is retained in the hands of the school board itself. The same amount of good sense displayed

in the selection of these boards as is exercised in the conduct of the ordinary business affairs of life would soon have a tendency to correct the poor teaching in the schools, and save this great American system of public education from opprobrium and disgrace. W.

The London *Saturday Review* is not quite confident as to the results of co-education in American "universities." It grants that, that by the favor of legislatures and public courtesy, many of our higher schools have become nominally entitled to this designation; but it allows the reality implied by the term only to two institutions—Harvard and Yale. In neither of these, it triumphantly exclaims, are the doors open to women, although New England radicalism has made persistent pressure upon at least the former for their admission. The *Review* evidently does not regret the fact, and points with satisfaction to the stand taken by President Eliot, of that university. It says: "Mr. Eliot, the President, is himself an offspring of the new culture, having received a scientific rather than a classical training, and has distinguished himself in his university not only by a liberal policy, but by somewhat daring, though successful innovation. It was therefore from no ungenerous narrowness or love of absolute monopoly that he desired time before consenting to a change which he saw would profoundly alter the character of the institution, in order to make a tour of inspection through the institutions at which the system of co-education prevailed. The result of his tour was a report, in the shape of a paper read before the Social Science Association at Boston, decidedly adverse to the system, and pointing to the conclusion that, so far from increasing in popularity, as its advocates asserted, it was on the wane." This organ of English conservatism, however, will hardly be able to hinder the progress of liberal thought and correspondent action in this country, or induce Michigan, Oberlin, and other of our great schools to exclude the class that is doing itself distinguished honor within their walls. W.

And still is much of the South unregenerate in matters of education. The color-line is reported as so far strictly drawn in Georgia, where, it is said, there is not one public school in which the white and colored races can mix. The State Commissioner of Education is credited with absolute inability to tolerate a black child in a white school, or even to allow the personal intercourse of white teachers and colored pupils, outside of their respective schools. In his last annual report to the Legislature, he expressly denounces such things as outrages upon the "social relations" of the two races. W.

Contributions.

PROGRESS AND RESULTS OF LINGUISTIC SCIENCE.

I.—REVIEW OF THE HISTORY OF THE SCIENCE OF LANGUAGE.

A. LODEMAN, Professor of Modern Languages, Michigan State Normal School.

AMONG the sciences which have been called into life and developed within the last century or two, there is one, the youngest, which has hardly to-day gained full recognition of equal rights among her sister-sciences. Since the time when the alchemist gave up his futile attempt to make room for the serious researches of the chemist; since the astrologer, watching the aspect of the stars, was succeeded by the astronomer, inquiring into their nature and laws; since geology was cleared from the baseless theories of the diluvialists—all these sciences, in their new and well-defined forces, have gradually attained those high places among mental pursuits in which we find them.

The science of language, it seems, has not yet reached so high a stage, although it, too, has passed from the field of idle theorizing into that of true science. It is natural that new departments of knowledge should at the first appear to most people to be of little importance; the world has existed thousands of years without them, and it is not always at first sight apparent that it has grown happier and better, as the domains of science have grown in extent and number. Yet, upon a little reflection, it becomes evident that every addition to the bulk of human knowledge, however abstract it may be, has the most beneficent influence upon the condition of the race. It is only a few hundred years since that part of mathematics was discovered which now plays so important a part in modern physical research, and without which all the greatest achievements of civil and mechanical engineering would have been impossible. To the practical man, no doubt, it appeared that Newton and Leibnitz were wasting their time while they pondered for months and years on the calculus. Many of us may feel tempted to sneer at a student in Helmholtz's laboratory who spends several semesters in testing a single law of optics. "Eminently practical men," says an American writer, "despise and condemn whatever does not have immediate application to the wants and necessities of life. They do not know, or, at least, forget, that Morse was not the inventor of the electric telegraph, but that Gauss and Weber had used it between their rooms at Göttingen to give signals and information long before our Morse introduced his improvement to meet the more practical wants of the people. Nor do they remember that it was necessary for Black to make investigations on the latent heat of steam, before Watt could invent the steam engine. It is impossible to determine whether the discovery of a law will be useful or not until after it is made, and, perhaps, generations after; and he who waits to see the utility of a discovery will never discover it at all."

Considerations like these tend to guard us against depreciating the work and studies of men who spend much of their time in investigating Sanskrit roots or the dialects of tribes in the Caucasus or in the Polynesian Islands. But a rapid survey of the history of linguistic science will convince us that scholars have not labored in vain, that, as far as facts are concerned, the study of comparative philology has been crowned with the most brilliant success, even if the study in its wider sense, linguistic science comprising the nature and origin of language, has not yet led to conclusive results.

We may pass over the attempts of the Greeks and Romans at lifting the veil which covered the source and growth of separate languages, and of human speech in general; the Greeks, generalizing only from the facts of their own language, never passed beyond the stage of wild speculation; the Romans, cultivating the Greek language to a very high degree indeed, still did not possess a basis of knowledge sufficiently wide for a truly philosophical structure of linguistic sciences. "If they had not been accustomed," says Max Müller, by the use of the name 'barbarian,' received from the Greeks, to consider the Germans and Celts as peoples very different from their own, they would probably have had a more discriminating eye in regard to the relation of their languages." The striking similarity between the Latin *habeo*, *-es*, *-et*, *-emus*, *-etis*, *-ent*, and the Gothic *haba*, *-ais*, *-aiþ*, *-am*, *-aiþ*, *-ant*, one would think, must have immediately attracted their attention and incited them to further investigation.

The Church Fathers assumed as a certainty that the Hebrew was the primitive language of man, from which all the others were derived; and this opinion, which prevailed for centuries, and in proof of which the most wonderful etymologizing was applied, was an obstacle in the way of a truly scientific treatment of the question. As late as the seventeenth century much time and labor were spent in trying to prove that, as it now looks, absurd theory.

Leibnitz was the first who really conquered that prejudice by insisting upon the necessity of first collecting numerous facts for a basis of inductive reasoning. It was doubtless through his inciting influence that during the last century many isolated facts were obtained from European and other languages, so that Hervas, a Spanish Jesuit (1735-1809), could publish in 1800 a catalogue containing specimens from more than three hundred languages, and compose grammars of over 40 of them. Another work of the kind was Adelung's "Mithridates," published in the beginning of the present century, and based partly on the catalogue of Hervas. Catherine of Russia (1762-1796) also made a collection of 285 Russian roots, and had them translated into 51 European and 149 Asiatic languages.

But it was not only these barren facts that prepared the field for the new science which was to spring up about the beginning of the present century. The writings of Herder, one of the six greatest poets of the second classical period of German literature, were such as to set the readers thinking about the nature and origin of languages; thus his "Fragmente zur deutschen Literatur" (1767), in which he treats of language in relation to literature; fur-

ther his paper on the "Origin of Language" (1770), and finally his "Voices of the Peoples," a series of free translations of popular songs and ballads of various nations (1778 and 1779). Herder's influence is especially felt in the works of the writers of the Earlier Romantic School in Germany, who shared in some degree his peculiar gift of understanding the ways of thinking and feeling and the modes of expression of other nations and individuals. August Wilhelm Schlegel, one of their leaders, the friend of Mme de Staël, has shown this ability in his translations of Spanish, Portuguese, and Italian poetry, and of seventeen of Shakespeare's plays, as well as in his lectures on dramatic literature, embracing all important works of the kind from the days of the Greeks to his own time.

But the name of Friedrich Schlegel, the brother of August Wilhelm, occupies a more prominent place in the history of the science of language. The study of Sanskrit had first been made accessible to European scholars by members of the Asiatic Society, founded in Calcutta in 1784; and it was of an Englishman (Hamilton), who was detained in Paris by an order of Napoleon, that F. Schlegel learned the Sanskrit in 1803; and the result of his studies was his little work "On the Language and Wisdom of the Indians," published in Heidelberg in 1808. It is said that Schlegel was not a scholar in the highest sense of the term, that his work does not show a very thorough understanding of the language; but he was a genius, and this work of his, which introduced the study of Sanskrit into Europe, contains the leading principles of modern comparative philology. F. Schlegel, for the first time, spoke of a comparative grammar; he said it was not so much the words of the different languages, as their whole grammatical structures, that must be compared. He also embraced for the first time the languages of India, Persia, Greece, Italy, and Germany under the name of *Indo-Germanic*.

Schlegel, notwithstanding the powerful impulse he gave to the cultivation of the new science, was not more than an *amateur*; but the name of *Wilhelm von Humboldt* is one of more truly scientific renown. History has probably not on record the names of two brothers more gifted than Alexander and Wilhelm von Humboldt. While Alexander made the whole domain of physical sciences his own, his brother Wilhelm seemed to have "disclosed before him the entire world of ideas." A man of high classical culture, during twenty years a prominent statesman, he entered far beyond the surface, into the most various branches of human knowledge, and besides found the strength and time to publish profound and original researches of his own; among these his linguistic writings are the most brilliant. In 1803, during his residence as Prussian ambassador in Rome, his house was the daily resort of the first artists of the time, such as Thorwaldsen and Rauch, and he spent his leisure hours in tracing the hidden laws of human language, both in the sublime odes of Pindar and the crude Indian dialects, about which his brother on the other side of the ocean gave him information.* In his work, "On the Kawi language" or the literary dialect of Java, he surveys the Indo-Germanic languages as far back as the Sanskrit, the Egyptian hieroglyphics, the Chinese and the Japanese, the languages of Farther India and America; he first discovers and establishes on a scientific basis the Malay-Polynesian family.

While Humboldt thus embraced in his studies all the divisions of languages of the universe, *Franz Bopp* limited his investigations to a more narrow field, although it "still extends from Germany to the Ganges. He forms a real contrast to W. von Humboldt, on account of his plain career and one-sided talent."

Prof. March, of Lafayette College, calls him the "impersonation of true science, who never spreads his wings, but who pursues his thread of thought with unflinching sagacity till he loses it in the islands of the Pacific." Prof. Whitney, of Yale, calls F. Schlegel a forerunner of the study of comparative philology, Francis Bopp its leader. Bopp showed from childhood a great liking for the study of languages; after leaving school he worked with untiring industry in Paris and London over oriental manuscripts; and, without having ever taken any lessons, he published in 1816, in his twenty-fifth year, his work on the "System of Conjugations of the Sanskrit in Comparison with that of the Greek, Latin, Persian, and Germanic Languages." Between 1833 and 1852 appeared his Comparative Grammar of Indo-European tongues, which, says Max Müller, will forever remain the solid foundation of comparative philology.

The most striking feature in the first-named work of Bopp is his explanation of grammatical forms; he was the first to point out the meaning of grammatical endings, to show, e. g., why, in the Latin *sum*, *es*, *est*, or the Gothic *im*, *is*, *ist*, the first person has an *m*, the second an *s*, the third a *t*;

*Westermann's Monatshefte, November, 1874.

he proved that those letters are remains of old pronouns of the 1st, 2nd, and 3rd persons, added to the verb. All the languages under his observation, he found, used the same or similar means of inflection, and after the labors of Bopp it was no longer a supposition but a certainty, "that all those Indo-Germanic, or, as he called them, Indo-European, (Aryan) languages, the Sanskrit, Zend, Greek, Latin, Lithuanian, Slavonic, Gothic, and German, are daughters of one unknown mother, that the Sanskrit is the oldest daughter, and that all these nations belong to one family, which not only in language, but also in manners and religion, forms an essential contrast with the Semitic family, *i. e.*, the Hebrews, Assyrians, Babylonians, and Arabs."

If Bopp thus established the relationship of the *Arvan* languages as a fact, it was left for *Jacob Grimm* to follow up the history of one branch of this family into its channels; "his field was apparently the narrowest," says a German writer, "but it was cut the deeper by the ploughshare of his investigations." Prof. March, in his *Anglo-Saxon Grammar*, speaks of him as "the greatest genius among the grammarians, whose imagination and heart are as quick as his reason and industry, and make his histories of speech as inspiring as poetry."

Jacob Grimm devoted his earlier researches to the German literature of the Middle Ages and collected "the scattered remnants" of old popular stories; together with his brother *Wilhelm* he published the widely known "Children's Fables or Household Tales;" but his understanding of philological questions was at that time (in 1815) so deficient, that *Schlegel* could call him a stranger to the very principles of linguistic research. It is said that it was especially this judgment of *Schlegel's* that induced *Grimm* to take the manly resolution of renouncing his previous occupation and devoting his time and energy to the study of the Germanic languages. The result was that he published, four years later (1819), the first of four volumes of his *German Grammar*; the fourth volume of this masterly production appeared in 1837; it contains the complete history of the development of the Germanic language in all its branches, the Swedish, Danish, German, Dutch, and English, from the earliest times to the present. There are other works by *Grimm*, that are of the greatest scientific value: his *Legal Antiquities of Germany*, *German Mythology*, *History of the German Language*, and the *Dictionary*, which is incomplete, but is being finished by a number of scholars. To the famous "*Grimm's law*" of the rotation of mutes we shall return immediately.

I will close this review of the works of the founders of comparative philology by a quotation from a French writer, containing two more names that may fitly be added here. *M. Gaidoz*, director of the "*Revue Celtique*" in Paris, says: "There is one merit, one honor which must be left to Germany of to-day, that of having furnished a method and laws for the researches upon the origin and history of language, and of having created a science where there was nothing but hypothesis and chaos. German scholarship has not restricted itself to finding out, with Bopp, the genealogy of the languages called since Indo-European, and to establish, with *James Grimm*, the history of Germanic languages. Its investigations have been of a wider and more cosmopolitan nature; it has created, with *Zeuss*, Celtic philology, with *Diez*, Romanic philology." *Friedrich Diez*, who died at Bonn in May, 1876, has done for the six Romanic languages embraced in his grammar, about what *Grimm* did for the Germanic branch.

SOME CONCLUSIONS OF A COUNTY SUPERINTENDENT.

DAVID KIRK, Mankato, Minn.

THERE should be a uniformity in text-books in the schools of each county.

The consequences of want of uniformity in this matter are mischievous in a high degree. An enormous amount of friction is caused by the use of different text-books on the same subject. School-book men are not so much to blame for the confusion in school-books as the legislators that place no restriction on the introduction of new books. There should be county uniformity at least. County uniformity would not conflict with the principle of competition among book publishers. There should be some provision made for furnishing books to pupils who will not or cannot get them.

2. Of course nothing can be done to make the common schools practical where persons of school age are allowed to stay at home. In this state the schools are deprived of much of their efficiency by the non-attendance of at least 30 per cent of the lawful scholars, and the irregular attendance of the remainder. Absenteeism and irregular attendance should be prevented by a compulsory law. The arguments in support of a compulsory law are well known, and should be conclusive. The argument in opposition to such a law is that compulsion is repugnant to American feelings. So are tax laws

repugnant to tax payers, and criminal laws to laws breakers. Intelligent foreigners must think that we are an inconsistent people. We lavish money without stint in the building of well-appointed school houses. We hire teachers, purchase books, and set in motion the educational machinery of the state. The state, in consideration of the benefits expected from the general diffusion of knowledge among its citizens, lends a hand to keep the machinery moving. When all is ready, the children, for whose good the money is raised and expended, are permitted to run the streets. The advocates of a compulsory law need not fear all the controversialists between the Lakes and the Gulf.

3. Another matter. Why is it that we permit unruly pupils to worry and annoy their teacher with impunity? Every county superintendent knows that school directors give their teachers very little assistance in the work of governing their schools. School boards dislike to incur the hostility of the parents of ungovernable scholars. If a teacher fails to keep good order, or if he neglects instruction and devotes his time to government, he is censured freely. Young persons that should be sent to the reform school are tolerated in our common schools. Teachers are obliged to waste so much nerve force in attempting to do the work of the parents and school directors that they have little strength left to devote to instruction. Let a law be enacted making it a penal offense for any person to disturb a school. Let country school boards consist of one man in each district. In city school districts, fewer officers would do better work. We must have more one-man power in our school districts. The problem of school government would be much simplified if school boards were smaller and consequently more manageable.

4. One more thought. The school grounds may be beautiful and spacious. The school house may be handsome without and perfect in its internal arrangements and equipments. The school directors may be efficient, the parents enlightened, and the children docile. Other elements that enter into the work of common schools may be realizations of our highest educational ideals. If the teacher, being ignorant, or eccentric, or frivolous, or immoral, is not qualified for his high place, the school will surely be a failure. We must exercise more care in the selection of teachers. We must pay them better wages and encourage them to remain in the work. And, finally, we must place the power that licenses teachers entirely beyond the immediate control of the people. Let the county superintendent be employed and paid by the state, and he will feel a degree of independence in the matter of granting certificates, to which he is now a stranger.

POLITENESS.

SARAH S. HAWLEY, Beatrice, Nebraska.

I WELL remember my first walk after going to one of the western colleges.

I had for a companion a student who knew every person we met, and kept up a running fire of comment upon them in true school-girl style. She pointed out the Professor of Mathematics, and explained that he was so absent-minded that he did not know the difference between a person and a post half the time; she expatiated upon the dignity of the President, and, just as I thought she must have exhausted the Faculty, she exclaimed with fresh enthusiasm, "There is the best of them all, the Professor of Politeness!"

The gentleman thus designated was a small man, not at all handsome, but his face fairly shone with good-will. As he met us, he gave us a bow and a pleasant smile that somehow made me feel a little less like a stranger in a strange land than before.

I soon found that the professor was a general favorite, on account of his gentleness and kindness to all of the students, both in his classes and out of them, thus truly deserving the title which my enthusiastic friend gave him. Rough boys and rude girls became gentle in his presence, while shy students forgot their constraint under the influence of the good-will so evident in his manner. It would be difficult to estimate the good done by this man in his unobtrusive way.

It is a common saying that courtesy disarms rudeness, but it does more; it commands respect and love, without which no teacher can really succeed.

I heard a teacher, speaking of another who had failed, say, "I noticed that she was not particular to be polite to the scholars, omitting the 'please' in requests, and the 'thanks' for favors, while several times I distinctly heard, in another room, the expressions from her lips, 'Shut up,' and 'Mind your own business.'" Such language, such manners, disgust the child, and sooner or later rob him of that most precious moral foundation, self-respect; who can doubt that they are likely to be fatal to true success?

All teachers wish to be treated politely by their scholars, and the least they can do is to set them a good example in the matter. The politeness must be

real, must be the expression of genuine kind feeling, for none are quicker to detect shams than children. At first it may seem impossible to feel good-will to all, and if the teacher look to the world in general for an example he will be discouraged. He will find two widely divided parties in respect to politeness,—one that keeps up the form with scrupulous exactness, but frequently loses sight of the spirit,—and another that eschews the form to people generally, and is gracious only to the favored few who please the fancy, reminding one of the old man who prayed,

"Bless me and my wife,
My son John and his wife,
Us four,
And no more."

The one extreme leads to hypocrisy, and the other to selfishness,—I was about to say to barbarism.

The teacher cannot afford to indulge in either of these views, and his only safeguard is to resolve firmly to feel good-will toward even the most troublesome pupil. When this is done, the battle is half won, and while the scholars have the benefit of being considerably treated, the teacher has both laid a foundation for their love and has strengthened that structure, the upbuilding of which is our life-work,—character.

LITTLE HELPS.

BY A TEACHER.

WHY do teachers of experience keep to themselves all the thousand little hints and helps that they might give to beginners in the profession, thereby depriving others of much assistance, and not enriching themselves? Are we like some narrow minds in other professions whose whole stock in trade consists of secrets? God forbid. If we work with the true teacher's purpose, the more we scatter our crumbs of information on the waters of inexperience, the deeper our satisfaction, the richer our harvest. A sweet-faced girl-teacher said to me, yesterday, "I read all of THE EDUCATIONAL WEEKLY, but it is 'Practical Hints and Exercises,' and a few other articles, which seem to belong under that head, that interest me. The rest is meant for older and wiser heads, but I want something that I can take to school with me next morning and put into practice."

This young lady is one of a numerous class who would be materially benefited and appropriately grateful if older teachers would "tell their experience," in good, old-fashioned camp-meeting style. How pleasant would it be, in these beautiful summer days, to gather these yearning minds into the cool shadow of some secluded camp-meeting ground, and tell them what we have found out without external aid other than hard bumps on the corners of school life. The next best thing is to express ourselves through the medium of the blessed WEEKLY.

Now, there are teachers, and teachers, and teachers—used to be one myself—who do not know the merits of a "slate-pencil box." In primary grades is there not always trouble because somebody's pencil is lost or in another pocket? And at recitation time, there are several blank slates, just on that account. The unoccupied child is restless and noisy, has practically lost the lesson, and the teacher is impatient at such carelessness. Constantly recurring, this matter becomes a torment to the teacher. Would you remove it? Get a pretty pasteboard box, and let some light-footed child collect the pencils just before dismissal. Do not use compulsion in the matter, but advise the pupils to trust their pencils to the box rather than to the thousand fatalities that seem to beset it out of school. The next morning let the same child distribute them, and, I assure you, satisfaction will reign. Let me qualify that assurance. Satisfaction will reign if you do not permit each child to expect the same pencil that he put in the box. Have them all good pencils, and then let each one take the first that his fingers touch. They will bring the money to you, and you can buy a box of pencils for them at much less than retail price, if you choose to take the trouble.

A chalk-box and an eraser box, past which classes *en route* for the black-board can march and obtain chalk and eraser, and into which they can drop them on their return, are of utility. They are cleanly, promote habits of order, and inculcate the idea of "a place for every thing, and every thing in its place."

The suggestion made by a contributor, in regard to public school lesson leaves, is excellent, but its fulfillment lies in the far future. There is a *present* way of brightening the monotony of constant repetition in readers. The higher grades of pupils in reading—above the Third Reader—can make selections

of their own, or read part of the time from the village or county paper that finds its way into their homes. Enough papers of a kind for one class can be found in any neighborhood. The Third class is where the monotony is keenly felt, and where there seems to be but little chance to leave the dull Reader. We have seen a *few* schools where parents came to the rescue, and bought copies of the *St. Nicholas*, and one copy lasted a term—alternating with the Reader—and giving complete satisfaction to all concerned. Such schools, unhappily for us, are few. A good plan is this: Find out what Sabbath-school a majority of your class attend. Sabbath-schools uniformly give papers to their pupils, and the matter in them is generally in simple language and interesting. Begin to read in this paper, half the time, borrowing what papers you lack from the other pupils of the school. The result will be beyond your anticipation.

My Second classes have always drawn on their savings banks for money to buy a copy of *The Nursery* apiece, every term. I can say, truly, that the Second class has never been monotonous. Stories printed on the black-board have been the only means of relieving the "wee ones" yet discovered by the writer. This is slow drudgery for the teacher, yet "it will pay." Mr. Shorey has relieved us of this work by issuing his admirable *Monthly Reader*. Public school lesson-leaves would be a blessed boon to teachers, but we can do well with the means now within our reach, if we but will it.

Do you have your pupils bow you "good-night" and "good-morning," as they leave and enter the room? It is a pretty form of salutation, teaching them courtesy and grace. Do not make it compulsory. A cross little face and angry little body makes a bow that is equally painful to the actor and to the observer. So, if sometimes one goes away "put out," let him depart without the bow that is only polite when born of good feeling.

Teachers of young children, (up in the 'teens, even), did you ever try putting ribbon badges on the pupils who resist the temptation to communicate, or break off from any bad habit that prevails in the school? If there are "special sins" in your school, try it. Remember this; one can govern by rewarding merit as efficiently as by punishing evil-doers. Blend the two plans.

THE MEETING AT GREEN BAY.

B. M. REYNOLDS, La Crosse, Wis.

EDUCATIONAL gatherings, like the one just held at Green Bay, and like those held in all our sister states, are far more significant than is commonly supposed. These gatherings excite interest among teachers in educational matters; inspire in them greater zeal, loftier views, and grander conceptions of the work entrusted to their care. They bring teachers into closer relations with one another, and arouse in them a common sympathy for a common purpose. By these gatherings an organized effort is made to advance public education. Out of the papers presented in these meetings, and the discussions held, spring some of the best features of our school laws and school policy, as well as improved methods of teaching, and of managing schools. These papers and discussions in large measure affect all classes of schools and direct public opinion. They give more enlightened views and aid in advancing the civilization of the age. They help to shape the educational aim. The work done in these educational gatherings, for the last twenty-five years, has been great and very valuable. The papers presented constitute a valuable body of educational literature. The magazines established and supported through the agency of these associations have been many, have been respectable in their literary character, and highly influential, reaching not only thousands of teachers, but also thousands outside of their ranks. The teachers that meet in these conventions are among the most progressive in the profession, and may, with perfect propriety, be called professional teachers, and their views upon educational subjects and school economy are entitled to more than a mere passing glance. It is also to be remembered that these organizations are kept up by teachers at their own private expense, an expense borne with difficulty by most of them, especially by female teachers, whose salaries are small, and by male teachers having small salaries and families to support. It would seem that teachers who aid in keeping up such organizations, and aid in the cause of general education, are worthy of encouragement and consideration, and especially from their own particular localities. Their labor affects the general welfare of the city. They are the elaborators of the future; they reform the state and inaugurate the government; they aid in laying the foundation of society and rearing its superstructure; and I may be pardoned if I bespeak for these teachers the encouragement so justly their due.

AMERICAN METRIC BUREAU.

General Office, Tremont Place, cor. Beacon Street, Boston.

To the School Officers and Teachers of the United States:

At its recent quarterly meeting at the Massachusetts Institute of Technology, the American Metric Bureau appointed a special committee, with instructions to prepare for the school officers of the country a brief statement of the educational value and importance to the schools of the metric system, and to urge the imperative necessity of thoroughly teaching it in all the grades. In accordance with this appointment, the committee requests your careful consideration of the following points:

The country has now come to a stage in the introduction of the international weights and measures where, in the judgment of those most familiar with the facts, the honor of bringing it to an early completion, or the responsibility of delaying it for many years with all the attendant confusion and expense, rests almost entirely with the schools. The necessary laws have been enacted; the matter has been pressed upon public attention; both legislators and business men agree that the only thing necessary to complete the work is a few years' thorough teaching of the system. Until this is done, further legislation and adoptions by factories and business firms lose half their influence. The great work has been carried forward to the doors of the schools, and though many of the foremost have already practically recognized their duty, we shall be debarred from most of the immense advantages, both educational and economical, until this leading shall be generally followed throughout the entire country.

Indeed, the new measures have made so much headway, and are so often used in books and periodicals, and in actual business, that they must of necessity be understood by our people. Therefore, until the complete introduction is effected, we must teach and use *both* the metric system and the English lack of system.

This appeal is made with the belief that as soon as the facts are fully understood, all the more intelligent and active educators will join in a determined effort to give the necessary practical instruction in the schools. Apart from the claims as a system of weights and measures, there are educational reasons quite sufficient to justify the most earnest efforts for introducing the study.

1. Careful computation of the result of completely replacing the present weights and measures in our arithmetics by the metric, *gives a saving of a full year in the school life of every child educated*. This startling statement has been repeatedly examined by practical teachers, who have, thus far, without exception, arrived at the same conclusion. When it is remembered that it is impossible to get time for the various branches which it seems desirable to teach in the public schools, the vast importance of this saving will be apparent. It points to a possibility of giving something of those subjects for which so strong arguments have been advanced, but for which the most friendly school government has often found it impracticable to provide the time,—physiology, elementary science, industrial art, music, drawing. The proposed teaching of the international measures requires but a very limited time, and will in the end save that time over and over again.

2. Above the all-important saving of time, the metric measures should be introduced into the schools as one of the most perfect appliances known for teaching arithmetic to beginners. In the best school systems of Europe, it is found of great advantage to teach a child our decimal arithmetic through tangible objects. The law of progression from lower to higher units, addition, subtraction, multiplication, and division, are all made object lessons by means of the metric measures of length and capacity. The metric square and cubic measures illustrate square and cube root. Every teacher of experience, recognizing the exact correspondence of the tangible measures of the metric system with the numbers and laws of simple arithmetic, will see how valuable an aid is here afforded. The lessons impressed by seeing and handling the objects are known to be infinitely more enduring than mere statements, and the thorough teaching of the metric system is, therefore, urged as being an introduction of tangible arithmetic. The units, tens, and hundreds of the actual measures are identical with those of Arabic numbers; one is an abstraction, the other may be seen and felt.

3. The metric system is, without doubt, the best possible introduction to our present weights and measures or to compound numbers. If of no other value it merits the very small amount of time required, as the most efficient means of giving a clear comprehension of our common measures. The wonderful simplicity of the system makes it possible for the youngest pupil to understand the underlying principles of measures. These once fixed in mind, he is able after a time to take up the confusion of our old system with an idea of what measures are, such as could not have been conveyed except through this method. Teachers will see at once the advantage of teaching first the simple and regular, until the mind grasps the idea, and then going on to the exceptional and irregular.

4. As the metric multiples correspond perfectly with whole numbers, so the metric divisors agree with what we term decimal fractions. Decimals may be handled and seen, and the difficulties sometimes experienced in making younger pupils understand their laws will be largely obviated when these laws are made object lessons through the decimal measures.

The committee has given only educational reasons for the step proposed, reasons which are seldom brought into prominence except by teachers. They have made no mention of the greater arguments of economy in commercial and international relations, and the fact that the general adoption of the system by this country is recognized, even by its opponents, as being one of the inevitable events of the future.

It is supposed that many teachers are already familiar with the facts, and are prepared to explain to others, how the adoption of the international measures will save so many millions annually, and also why its adoption is considered inevitable by those familiar with all the bearings of the subject. To those desiring, the Secretary of the Bureau will gladly send further information on these points.

The object of the present appeal is to call the attention of school officers and teachers to their duty to the schools and to the country, by which they are employed to select and teach that which will be most useful and profitable.

As has been briefly pointed out above, the metric system is wanted in the schools as a means to the best arithmetical teaching; but it interests educators chiefly as practically giving what is more important than money or methods—a year of school life to each child. It is demanded of the schools as something that will in the end save many millions annually to the country. As this is called to the attention of the people, they ask, "Why is this not used among us, and why is it not taught in our schools more thoroughly?" It is preëminently the teacher's work to explain these matters to the public. He must explain them to his pupils, and having of necessity prepared himself for the duty, he should be willing to help all interested to understand the advantages to be derived from the general adoption of the new measures. Certainly this work falls to no class in the community, if not to the teachers. He will be seconded heartily by the educated classes, but it naturally falls to the teacher to lead such an agitation.

In conversation, in literary societies, in clubs, in the local papers, wherever fitting opportunity presents itself, he should make plain to those desiring the knowledge, how the international measures will save time and money and patience, and eliminate the greatest source of confusion and fraud, as the testimony of all past commerce proves. He should be able to answer all inquiries regarding the spelling, pronunciation, and abbreviation of the terms, and to give information as to the denominations most in use. To master all these points requires but a few hours' time, and there is no excuse for teaching the metric system incorrectly in any of the particulars cited.

Without guidance those taking up the measures are apt to fall into mistakes, as a foreigner depending on our printed tables of federal money is as liable to express quantities in eagles and dimes as in dollars and cents.

The teacher must first understand his subject thoroughly himself; then, in his teaching, something more than mere statements of the facts will be found necessary to any high degree of success. The instruction must be practical. Experience in countries where the system has been many years in use, specially like those in Germany, that have recently introduced it, points out clearly the practical and successful method, and American teachers should profit by this experience. The advocates of the introduction have made it possible to obtain any needed information, appliances, or illustrations at a minimum of cost and trouble; and there is no longer any valid reason why the most thorough instruction should not be given in the schools, both public and private, and of all grades.

The growing number of high schools and colleges that require for admission as thorough a knowledge of the metric system as of any other part of the arithmetic makes its teaching a necessity in the higher grades. The reasons adduced in this circular must make it clear that this work should have been done in the lower grades. If properly taught to the younger classes, no time will be required when they become in due course the older classes.

Duty to the schools under their charge and to their constituency requires this instruction from school officers. To those whose interest is greater than mere duty, a most cordial invitation is extended to join in the organized movement for teaching the people at large what the international measures are; for this being understood by the masses, the introduction will follow without much special effort. Information as to the work of the Bureau, the condition of membership, etc., will be gladly sent to any who may apply to the general office or to any of the depositories.

School officers desiring fuller facts regarding the methods most approved in other countries, or any other information pertaining to the teaching, introduction, or use of the International Decimal Weights and Measures, are cordially invited to communicate with the Secretary, Melvil Dewey, at the general office of the Bureau, 4 Tremont Place, Boston.

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Practical Hints and Exercises.

Editor, Mrs. KATE B. FORD, Kalamazoo, Mich.

ANOTHER METHOD.

TO THE EDITOR OF THE WEEKLY:

ALGEBRA is so much of a hobby with some, that every thing in the shape of algebraic problems is read with avidity. In No. 26 of the WEEKLY Prof. DeArmond presents the old solution of $x^2+y=7$ and $y^2+x=11$. His article has attracted considerable attention here, and that style of problems is in fashion now.

Accordingly we present the following as just as reliable solutions, and certainly much shorter:

$$\begin{cases} x^2+y=7 \\ y^2+x=11 \end{cases}$$

By adding, $x^2+x+y^2+y=18$; adding $\frac{1}{4}$ to each member,—we have $x^2+x+\frac{1}{4}+y^2+y+\frac{1}{4}=18\frac{1}{2}$. 25 and 49 are the only square numbers whose sum is 74. As the first member is separated into two perfect squares, the second member is certainly susceptible of being so separated; which being done, the query comes, to which does the $\frac{3}{4}$ belong? The square of x added to y gives a smaller sum than the square of y added to x . It is obvious that $x < y$, and, therefore, that the assumption $x^2+x+\frac{1}{4}=2^2$ will hold. From it we obtain $x=2$, likewise $y^2+y+\frac{1}{4}=4$ and $y=3$.

$$\begin{aligned} \text{Again, } x^2+y=7, \text{ or } y-3=4-x^2 \quad (2) \\ y^2+x=11, \text{ or } y^2-9=2-x \quad (3) \end{aligned}$$

derived by attaching to the unknown squares the largest squares found in the known quantities.

$4-x^2=(2+x)(2-x)$, hence from (2), $\frac{y-3}{2+x}=2-x=y^2-9$ (4). We can separate the fraction $\frac{y-3}{2+x}$ into $\frac{y}{2+x}-\frac{3}{2+x}$, and we have from (4), $y^2-9=\frac{y}{2+x}-\frac{3}{2+x}$

the following $y^2-\frac{y}{2+x}=9-\frac{3}{2+x}$. Now, by completing the square, we obtain $y^2-\frac{y}{2+x}+\frac{1}{4(2+x)^2}=9-\frac{3}{2+x}+\frac{1}{4(2+x)^2}$, both members being

perfect squares, we have $y-\frac{1}{2(2+x)}=3-\frac{1}{2(2+x)}$, from which $y=3$, hence $x=2$.

LOUISVILLE, KY.

J. B. REYNOLDS.

"HELP ONEANOTHER ALL YOU CAN."

M. M. C., in No. 23 of THE EDUCATIONAL WEEKLY, parses the above sentence according to his notions of grammar; but as he fails to make all his points quite plain, allow me to note a few obscurities, to-wit:

How can "you can" modify "all," seeing that to modify is to change? If "all" is modified it must be changed in some way, either in spelling or meaning. A modified proposition is toned down, made less exacting in its terms; so if "all" is modified while its spelling remains unchanged, it must mean more or less than the whole, either of which suppositions is absurd. Will M. M. C. define the term *modify* as he uses it? It appears to have no meaning at all as used in our text-books.

Second. A word that is "understood" must, when supplied, make sense with the sentence in which it is placed; and where can "man" be placed in the above sentence to make sense and constitute either subject or object?

If *one* is a "limiting adjective," as M. M. C. declares, how can it be in the "nominative case," unless adjectives have case; and we have yet to see the English grammar that gives this property to that part of speech.

"Help understood" is liable to the same objection as *man understood*; when supplied there is no place for it in the sentence. As *all* can neither limit nor name a quality (qualify), with what show of propriety does he call it an adjective, or has he a new and better definition of this adjunct?

Third. "You" cannot be the subject of "can," which cannot be used as a verb except to express the power of performing the act indicated by the principal verb. "We can, you can," are not sentences, as the sense is incomplete, although the subject is present the verb is not. We have yet to see the book that teaches that *can, may, must, could*, or any other of these so-called auxiliaries can have a subject; nor would we believe it if we had.

Thus, in parsing an idiomatic sentence of six words, M. M. C. supplies *six* understood; and finally, in his corrected sentence, gets in eleven, including two not even parsed as understood; omitting one (*man*) that would not dovetail into the new arrangement.

It is a mistaken notion that all the idioms of the English language will fall into line and "right dress" at the command of some maker of text-books with rules and definitions, borrowed from the grammar of a language with which the English has no resemblance beyond the fact that it uses the same alphabet; and this attempt of M. M. C. to make plainer what was perfectly plain before is an illustration of "darkening counsel by words without knowledge."

Will M. M. C. please explain in what the agreement of a verb with its

subject in person and number consists, in the case of I walk, you walk, they walk, where the number and person of the subject vary in each, but the verb remains unchanged? Nor does the verb change to agree with its subject except in the indicative mood, present tense, third person singular, one time in six. Verily here is a case in which the exception constitutes the rule. Also, will he inform us how it is that "can" before "to do," or "to help" governs the so-called infinitive; and, if it governs, what is the effect of the government, or what would happen if those two words were not governed by "can?" "One verb governs another," etc. Also, if "can" is in the potential mood, and "do," or "help," in the infinitive, by what authority, or for what reason, does he affirm that "can do," or "can help," is potential, and not infinitive, seeing that two moods are joined in the expression?

How can "all" (an adjective, according to M. M. C.), be the antecedent of that, or of anything else? While all this may be as clear as daylight to M. M. C., some pupils are impertinent enough to think for themselves, and it would be rather awkward to have one of that class upset this fine spun parsing exercise by asking for a *reason*, instead of a *rule*. A. W. C.

HOW TO CURE LISPING.

TO THE EDITOR OF THE WEEKLY:

AS I frequently get hints from accounts of actual school work, which no amount of theorizing would give, I have concluded to write out the story of one of my experiences of the last year.

While hearing one of the young ladies of my school read, I noticed that she had a slight lisp. I found the cause to be in the position of the tongue, which was pressed against the teeth while giving the *s* sound. It needed but a little instruction to correct the evil. Merely saying, "Do not lisp," had no effect except to embarrass the reader; but as soon as she knew how to "hold her tongue" the trouble was obviated.

A similar case was that of a young lady who habitually omitted the *r*'s in reading and speaking. This difficulty was not so easily overcome, but after a little instruction in the proper position of the vocal organs, the *r* was clearly given. Though a habit of years will not be broken up at once, the first step is understanding *how* the correct sound is given; following that must come practice faithfully continued.

We as teachers can and ought to do more than is commonly done in breaking up these bad habits with which pupils come to us. It will take time and patience to eradicate a lisp, to bring a "high C" voice down to a safer and more agreeable pitch, to break up a habitual drawl, but the work once thoroughly done is for a life-time, and it pays. I.

EXAMINATION QUESTIONS.

QUESTIONS for admission used at the examination, held in June, 1877, Lake View High School, Illinois, Prof. A. F. Nightingale, Principal. Twenty-nine applicants presented themselves. The standard of admission requires a general average of 70 per cent, and nothing lower than 60 per cent, in each branch. Thirteen passed unconditionally—four were conditioned in arithmetic; four in spelling; one in history and geography; three failed.

ARITHMETIC.

- $6\frac{2}{3} \times \frac{3\frac{1}{2}}{4}$ of 7. Divide result by $\frac{1}{4}$ of $\frac{7}{8}$.
- A merchant paid 87½ cents a yard for a case of linen; how must he mark it in order that, after throwing off 25 per cent of the market price, he may still sell at cost?
- How long must \$150 be on interest at 6 per cent in order that the interest may amount to \$29.625?
- A room is 16 feet long, 14 feet wide, and 12 feet high; what will it cost to plaster it at 10 cents per square yard, and how much will it cost to carpet the room with carpeting $\frac{3}{4}$ of a yard wide, at \$1.10 per yard?
- The following note was discounted at the First National Bank, Chicago, July 21, 1873, at 8 per cent. Find the maturity of the note, the term of discount, the bank discount, and the proceeds:
\$600.
Sixty days after date, I promise to pay to the order of Albert Robertson, six hundred dollars, with interest at 10 per cent until paid. Value received.
AUGUSTUS HOWARD.
- What is the cube root of 12812904?
- When it is 2 P. M. in Boston what is the time in Chicago? Boston is 71° 3' 30" west, and Chicago 87° 37' 47" west.
- If 18 men can build a wall 140 rods, 6 feet high, 3 feet thick, in 9 days, working 10 hours a day, how many hours per day must 25 men work to build 220 rods long, 5 feet high, and 4 feet thick, in 12 days?
- I desire to use to-day \$680, which I can secure by giving a bank-note payable in 30 days, discounted at 9 per cent. For what sum must I write the note?
- The distance from the top of a building 72 feet high to the base of the building on the opposite side of the street is 120 feet, what is the width of the street?
- If a bushel of coal weighs 56 pounds, how many tons may be transported on a train of 18 cars, the box on each car being 20 feet long, 7 feet wide, 15 inches high? A bushel contains 2,150.4 cubic inches.
- The taxes of a certain village are \$1,280; the property is valued at \$106,000. What per cent of the value of the property are the taxes?

13. It is proposed to grade and pave a street one mile long, exclusive of the crossings, 80 feet wide, sidewalks each 16 feet wide, at a total expense of \$63,360. How much are A, B, C assessed, who own respectively 24, 39, and 51 feet frontages on this street?

14. A school building is insured for $\frac{3}{4}$ of its value, the furniture at $\frac{1}{4}$ per cent is 125.25. What is the value of the building?

15. A person having \$7,200 worth of 5-20's, sold them at 1.12 $\frac{1}{2}$, and invested the proceeds in U. S. bonds of 10-40's, at 93 $\frac{1}{4}$. Did he gain or lose, and how much?

GEOGRAPHY.

1. Name and briefly describe one important river in Europe, Asia, Africa, and United States. In your description, give actual or relative length of these rivers, their relative importance, through what countries and near what large commercial cities they respectively pass.

2. Where is the "Yellowstone National Park?" Give the termini of the Union Pacific and Central Pacific railroads; also name, in order, the states and territories through which they pass.

3. Name, in order of their population, the states of the United States, which have over 2,000,000 inhabitants; the cities which have 300,000 or more inhabitants, and name the states which have less population than New York City; than Chicago. Name the territories.

4. Locate Boulogne, Bucharest, Madrid, Constantinople, Atlanta, Erzeroum, St. Petersburg, the Danube, the Volga, Isthmus of Panama, Dardanelles Strait, Black Sea, Straits of Gibraltar, the Rhine, Alsace, Peoria, Black Hills, Bombay, Trebizond, Mt. Ararat.

5. Define "latitude;" define "longitude." State latitude and longitude of Chicago; also, what cities in Europe and Asia are in same, or nearly the same latitude as Chicago.

6. Through what states, near what large cities, across what rivers, mountains, lakes, etc., would you pass in going across the United States on or near the 41st parallel of latitude?

7. With what cargo would you load vessels from New York city to the following places, and what would you bring back: Rio de Janeiro, Guinea, Tunis, Canton, Smyrna, and give the route from New York city to Smyrna.

8. State whether the following cities are respectively in greater northern or southern latitude than Chicago: Calcutta, Vienna, Paris, Hongkong, London, Bombay.

9. Bound Alaska, Illinois, Turkey in Europe, and Germany.

10. (a) Name the longest river, the highest mountain peak, and in what range it is, the largest lake, the most populous of the grand divisions, the highest and lowest body of water.

(b). Define water-shed, bifurcation, pampas, river-basin, river-system.

GRAMMAR.

1. Write a sentence or paragraph in which the subject shall be modified by an adjective element (or phrase) consisting of at least two words; and in which the predicate shall consist of a verb in the passive voice, modified by an adverbial element (or phrase) of at least three words. Indicate in order the part of speech of each word used in the paragraph.

2. *This is the same as that.* Parse the words in italic.

3. (a) Analyze:

"Few and short were the words we said,
And we spoke not a word of sorrow,
But silently gazed on the face of the dead,
And we bitterly thought of the morrow."

Express the above carefully in prose, and avoid all errors in arrangement.

(b). Express the following in several different ways: The boy had been called. He came at once.

(c) Also the following: We are passing an examination. We hope to be successful. If successful, we shall be admitted.

4. Classify the italic elements in the following sentences, telling which are objective, which adjectival, which adverbial, and to what word each belongs, as its modifier:

- That fearful moment *when he left the cave*, my heart grew chill.
- A people *whom I have not known* shall serve me.
- I must pause *till it come back to me*.
- He little knew *how much he wronged her*.
- The earlier* you rise *the better* you will bear study.
- They never fail *who die in a just cause*.
- He loves *to be diligent in study*.

5. Define "pronoun," "adjective," "preposition," "adverb," and "interjection," and illustrate each in sentences, specifying which are pronouns, adjectives, etc.

Designate the parts of speech in the following: "The morning-stars sang together, and all the sons of God shouted for joy."

6. (a) Give the opposite gender of the following and *mark each* as masculine or feminine: Count, aunt, ewe, nun, abbot, hero, hind, marquis.

(b). The opposite number of the following, if subject to change: Hoe, lath, ice, staff.

7. State the different classes of pronouns, and give two under each. What are pronominal pronouns? State difference between coördinal and ordinal. Illustrate. Give the signs of tenses used in indicative mood.

8. Synopsise the verb "walk" through all the moods and tenses.

9. Give the simple, emphatic, and progressive form of the verb "give" in the present, indicative, first singular, active.

10. (a) What is the sign of the infinitive, and when is it generally omitted?

(b). Parts of buy, catch, bid, drink, see, lie (to retire), draw, ride, slay, rid.

QUERIES AND ANSWERS.

QUERIES.

24.—Will some teacher please send the WEEKLY a programme for a country school in which are taught algebra, physiology, rhetoric, and civil government?
S. L. D.

25. In Wells' Natural Philosophy, top of page 33, the following statement is made: "A body will be attracted most strongly, that is, will weigh the most, at the poles, or at that portion of the earth's surface which is nearest the center, and weigh the least at the equator, or at that portion of the earth's surface which is most remote from the center." Now, if "weight is the measure of the earth's attraction" (page 62, par. 61), why does not an object weigh the same at the equator as it does at the poles, as in each case it is attracted by the whole mass of the earth? Please answer through the columns of the WEEKLY and oblige
A CONSTANT READER.

26. In our public libraries why is it that the youth select so large a per cent of the imaginative, sentimental, easily digested literature? Why is it that the most popular reading of the day is of the "Helen's Babies" and "Other People's Children" type? Let the teacher answer these questions, and ask himself whether he is not responsible for a reform in this direction. At the present day one important duty of the teacher is to develop in the child's mind a relish for literature of a more substantial character.

27. Is the character represented by "William," in the piece entitled "The Ambitious Youth," in Sander's Fourth Reader, page 156, the same as Mr. James Piper, in the piece entitled "The Natural Bridge," in the American Educational Fifth Reader, page 206?

28. Please analyze the sentence: He does not own as much as the fifth part of what you own.
JAMES RYBOLT.

ANSWERS.

[The answers are numbered to correspond with the "Queries" which have preceded.]

11. Yes.

12. In the nominative case after "was elected." "President" is the predicate, with "was elected" as copula. See Harvey's Grammar, page 66.

13. Objective after the transitive verb "ran." Harvey, page 67.

14. Adverb, qualifying "lifts."

15. (a) "These" is the subject, "are worth" the predicate. "More" an adverbial element, first class, modifies "are worth." "Nothing" modifies "more." "Worth" is an adjective, qualifying the subject. (b) Harvey says, on page 32, that nouns of *measure, quantity, time, distance, value, or direction*, are in the objective case without a governing word. Worcester says, in his dictionary, "Worth has the construction of a preposition, as it admits the objective case after it, without an intervening preposition; as 'The book is *worth* a dollar.'"

16. A compound sentence.

17. Yes.

18. Adverb.

19. Noun, in objective case after preposition "a."

C. H. L.

ELVASTON, ILL., July 12, 1877.

10. Since "one-half the cost of book increased by one-half the difference equals the cost of slate," twice as much, or the whole cost of book increased by whole difference, equals twice the cost of slate. But the cost of book *diminished* by difference equals the cost of slate. Hence, the cost of slate equals twice the difference; also, one-half the cost of slate equals the difference. The cost of slate increased by the difference, or one-half cost of slate equals cost of book. Cost of slate and book together are $2\frac{1}{2}$ times cost of slate. As both together cost 30 cents, $2\frac{1}{2}$ times cost of slate equals 30 cents; one-half cost of slate equals 6 cents, the difference. *Ans.*—Cost of slate, 12 cts. Cost of book, 18 cts.

11. As *sheep* and *deer* have the plural form the same as the singular, the possessive plural should be the same as possessive singular, *i. e.* *sheep's*, *deer's*.

12. In the sentence, "Washington was elected President by the people," President is in the nominative case. Verbs of choosing, electing, naming, etc., take, in the active voice, two direct objects, one of the person, the other of the office, name, etc. In the passive voice, the office or name may follow the verb as a predicate nominative, as in the sentence above.

13. Objective.

14. As the numeral in the expression "1 foot square" expresses one dimension of a quantity having two equal dimensions, it can only be multiplied (while preserving this form of words) by a perfect square whose square root shall take the place of the 1 as the numeral part of the expression. Thus, in the case given where 3 ft. square takes the place of 1 ft. square, each dimension has been multiplied by 3, and hence the whole quantity by 3×3 or 9. If we multiply the other equal also by 9, we shall have 3 feet square equals 9 square feet, which is true enough. If we wish truly to multiply the equals by 3, we must limit the multiplication to a single dimension in the first. Thus, $3 \times (1 \text{ foot square}) = 3 \text{ square feet}$, which is also true.

HENRY M. DOUGLASS.

23. The singular properties of the number 9 in the decimal notation are solely due to the fact that it lacks only one unit of the radix. If you take a number in any notation, other than the decimal, that has a *uniform scale*, the number next less than the radix has the same properties as the 9 in the decimal notation. Take 123456789×9 and you have 1 111 111 101. Take 12345×5 when the radix is 6, and you have 111101, and if you omit the 4 the result is 11111. The number 123456789 is divisible by 9, and 12345 is like-

wise divisible by 5 when the radix is 6, and, in general, the number expressed by the significant digits of any uniform scale written in an analogous order, is divisible by the number next less than the radix. So, it seems, that to produce in the product a continuous row of 1's equal in number to the units expressed by the highest significant digit used, you must omit the next to the highest, because, when it is multiplied by the highest and the result is increased by the units of its own order, the result is an exact number of units of the next highest order, and not a certain number with a remainder of 1.

S. S. ROCKWOOD.

WHITEWATER, WIS

Notes.

RESPECTING the proposed International Educational Congress to be organized in connection with the Paris Exposition next year, to which we referred editorially June 7, the London *Schoolmaster* gives the following expression of favor: "We are sure that English teachers of every grade will be ready to assist in making the proposed conference a success. Cannot the National Union of Elementary Teachers and the College of Preceptors be of some service in the matter? The idea is a good one, and we should be sorry to find it abortive through any lack of sympathy on either side of the Atlantic."—The colored population of St. Louis have succeeded in importing three colored persons, one from Illinois (Shurtleff College), one from Philadelphia, and one from Ohio, who have successfully passed the examination required for a teacher's position in the public schools, and who will consequently be placed in charge of colored schools. Other candidates are present ready for examination, among them two young men from Oberlin, Ohio. It is the design of the Board to place the colored schools in charge of colored teachers as fast as such teachers can be found competent to hold the position.—Most of the teachers have already determined how they will spend their vacations. Some are probably resting, or, as a traveler in Scotland expresses it, "basking" in complete absence of all labor and thought. But they may get tired of this before the vacation is over, and may desire something to break up the "dull emptiness" of doing nothing. Some are probably engaged in studying. Wouldn't it be a good idea for us all to mingle more among the people of the world, and, if we have grown into any formal schoolmaster's ways, get those ways rubbed off by coming in sharp contact with business men?—At the recent meeting of the Wisconsin Teachers' Association it was remarked how few of those who took an active part had that formal way by which they could be "spotted" as school teachers. The clearness of thought, the directness of statement, the business-like way, and the executive ability manifested there could scarcely be surpassed in any legislative body in the land.—If we want to educate our scholars to be practical, let us be practical and business-like ourselves.—We learn that Prof. Hamill's "Summer School of Elocution" is very largely attended. The pupils are teachers and professional men of experience,—among them Miss Chittenden, preceptress of the Ann Arbor High School; Miss McCormick, for twenty years teacher of reading in the Cincinnati schools; Prof. Orcott, Instructor of Elocution in Dennison University; Prof. Fortner, of Hartsville University, and others of like rank. The demand for instruction in reading and speaking is greatly increasing.—W. J. Shoup & Co., of Dubuque, Ia., announce the *Iowa Normal Monthly*, to appear August 1.—The *Wittenberger*, Springfield, Ohio, is a good college paper. Its mathematica department is well conducted.—The final programme for the meeting of the National Educational Association, at Louisville, Aug. 14, 15, 16, shows but little change from the preliminary announcement made in the WEEKLY, June 21. The various departments of the Association have ample provision made for separate meetings. An excursion to Mammoth Cave is projected, but the question will be left for the Association to determine. It is estimated that the expense will not exceed \$10. The indications are favorable for a large and interesting meeting. We shall publish a full programme next week.—The discussion of the kindergarten question at the Wisconsin Teachers' Association was as complete and satisfactory as any that has occurred in this country. The afternoon session was devoted chiefly to that subject, and its relation to the public school system was clearly exposed by such speakers as Prof. W. N. Hailman, Prest. W. F. Phelps, Prest. Geo. S. Albee, Prest. John Bascom, Hon. W. H. Chandler, Hon. Edward Searing, and others. The prevailing—almost unanimous—sentiment was favorable to the kindergarten, though, in spite of the celebrated success of the effort at St. Louis, it was regarded as unsafe to attempt at present any organization of the kindergarten in connection with the public schools. A committee was appointed to consider the matter and report at the Executive session next winter, with a view to obtain-

ing the necessary legislation to legalize the public education of children of the kindergarten age.—The American Philological Association last year appointed a committee on reform in English spelling, which, in conjunction with the committee from the Spelling Reform Association, has done much during the year to bring the matter prominently before the educated public. The report of this committee, rendered at the late meeting in Baltimore, recommended that the Latin and other languages written in Roman letters should be followed in using a single sign for each short vowel, and its long, distinguishing them, when great exactness is required, by a diacritical mark. The alphabet at which we should aim should have thirty-two letters, many of which being new, it is necessary that there should be a transition period. The report suggested the various forms of vowels, consonants, and digraphs which it would be found most practicable to use.

REVIEWS.

COMMON SENSE, or, *First Steps in Political Economy*, for the use of Families and Normal Classes, and of pupils in District, Elementary, and Grammar Schools; being a popular introduction to the most important truths regarding Labor and Capital. By M. R. Levenson, Ph. D. (New York: The Author's Publishing Co. 12mo. pp. 215. Price, \$1.25.)—In twenty brief chapters this work presents a most valuable body of principles and facts, admirably suited to its purpose as a teacher's text-book, and yet simple enough to be read with interest by pupils. No teacher or school officer can afford to be without this contribution to professional literature, and no citizen can read it without profit. Beginning with every-day comforts and necessities as modes of that *Wealth* which is the fruit of past and the basis of present labor, the various subjects of Wages, Interest, Capital, Protection, and Coöperation are developed so clearly and yet so simply as to excite surprise and admiration. In reading it one sees many springs of life and action laid bare. The mechanical execution is all that could be desired.

Colton's Common School Geography. Illustrated by numerous engravings and twenty-two study maps, drawn expressly for this work, and specially adapted to the wants of the class-room. To which are added two full-page railroad maps, showing the chief routes of travel, and a complete series of twelve commercial and reference maps of the United States. (New York: Sheldon & Co. Western Agency, 117 and 119 State Street, Chicago.)—For nearly ten years Colton's Common School Geography has held a prominent place among the best text-books on the science of geography. Within the past year a new impetus has been given to this subject by a demand for improvements in the text-books, and especially by a call for more special geography for certain states. Not to be behind the times, the publishers of Colton's geographies have revised and re-illustrated this work, and it now stands, especially in respect to illustrations, unsurpassed by any which we have seen. Its pages present a pictorial description of the various countries of the earth, the animals which inhabit them, and the industries pursued by their inhabitants. A new and commendable feature of the maps is the prominence given (by black letter) to the most important places mentioned in the text. The coloring of the maps is unusually fine, and the print is clear. The railroad maps are so complete and accurate that they are said to be used by the post-office authorities in making up mails. The reference maps of each state are colored by counties, and every county seat and important town is given, while minor details are omitted to avoid confusion. The illustrations are not only very abundant, but of high artistic excellence, many of the cuts having cost over a hundred dollars.

PAMPHLETS RECEIVED.

THE *Metric Bulletin*. Official journal of the American Metric Bureau July, 1876—May, 1877.

Ninth Annual Catalogue of the Wisconsin State Normal School, at Whitewater, for the Academic year 1876-7. Wm. F. Phelps, A. M., President.

Annual Catalogue of the Officers and Students of Hartsville University for the College year 1876-77. Rev. W. J. Pruner, President.

Public Education.—Report of the Special Committee Appointed by the Educational Convention held under the auspices of the Golden Gate Grange, in San Francisco, May 8, 1877. Analysis of the Public School System—Evils of the Present Educational System, and Remedies Suggested. A. W. Thompson, Chairman of Committee.

THE EDUCATIONAL WEEKLY.

STATE DEPARTMENTS.

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Illinois: Prof. JOHN W. COOK, Illinois Normal University, Normal.
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Ohio: R. W. STEVENSON, Supt. Public Schools, Columbus.
Nebraska: Prof. C. B. PALMER, State University, Lincoln.

Educational News—Home and Foreign: HENRY A. FORD, Kalamazoo, Michigan.

CHICAGO, AUGUST 2, 1877.

Colorado.

DECISIONS.

IT is the duty of the local board to exclude from school children under six years of age, and not the duty of the County Superintendent.

A *bona fide* removal of an officer beyond the limits of the district creates a vacancy in the board and no resignation is necessary—(see School Law, Sec. 23, p. 10.)

A district treasurer cannot lawfully pay an order countersigned by the secretary when it is positively known to the treasurer that the said secretary removed from the district at some time previous to the date of the order.

In taking the census list, children are to be listed at their home. The home of a minor,—except in the case of a married minor,—is at the home of his or her parents or guardians.

Section 54 of the School Law applies only to the case specified herein, *i. e.*, children attending private boarding schools. Therefore Section 53 is to be construed without reference to 54, except where it specially applies. The last clause of 53 gives the county superintendent revising power.

This is, (1st). As a protection against fraud and carelessness. (2d). To prevent the listing in two districts of children who may remove from one district after being enumerated there—but within the twenty days allowed for making the list, and thus be taken also in the district to which they have removed. In such cases the names should be retained in the latter district.

A County Superintendent should never give a teacher's certificates to an applicant about whose moral character he has the least doubt.

CIRCULAR.

TO COUNTY SUPERINTENDENTS:

Besides the annual report, every district secretary should forward to you a *Census List* (see Sec. 53, p. 22 of School Law), giving the name and age of every person between the ages of 6 and 21, in his district, and this list must be sworn to, before yourself or some officer authorized to administer oaths. It is your duty to compare these lists to see that no person is counted in two districts,—then upon these census lists you apportion the School Fund—not on the reports.

This census is very important, and demands your supervising care. If not taken in any district, have it done *immediately*. The time is past, but I advise you to receive it up to September, if you cannot get it sooner, and give notice *now* that unless you have this census list you cannot apportion money to the district the coming year,—see School Law Sec. 72. *You cannot apportion on an old list.* A little trouble now in looking after this matter will be a blessing to many districts with slack officers and save yourself much annoyance in the future.

DENVER, July 20, 1877.

Evans people are talking of a normal school. —Boulder has elected Miss M. A. Thomas principal of her graded school for the coming year.—Twenty-three applicants presented themselves for examination in East Denver last week, and seven received certificates, and from these seven there were selected two to fill vacancies in the corps of teachers. The vacancies are caused by the opening of two new rooms to accommodate our increased population, and not by the departure of any of our teachers of last year, as every teacher in the school is reflected, a fact that speaks well for both teachers and Board. When our Board add thorough, systematic instruction, in all the grades, in music and drawing, we shall feel that our Denver schools are not one whit behind those in the older cities of the "States."—Dr. Jos. A. Sewall, formerly of Normal, Ill.,—the newly elected President of our University at Boulder—has arrived on the ground, and we are satisfied that this first step of the Regents has been wisely taken—in appointing Dr. Sewall to the onerous task of—we had almost written *creating*—an institution of learning. Welcome Dr. Sewall. His record has been a noble one: his presence is inspiring. Upon him hang our hopes for the success of our chief educational

institution. We pray God to guide his feet in the unknown path that lies before him, and we think we may safely assure him of the hearty, helpful co-operation of every educator in the state.

DENVER, July 20, 1877.

Wisconsin.

STATE NORMAL SCHOOL—WHITEWATER—CALENDAR FOR 1877-8.

EXAMINATION for admission, Tuesday, August 28. Fall term begins Wednesday, August 29. Holiday recess, December 22 to December 29. Session resumed Monday, December 31. Fall terms ends Thursday, January 17, 1878. Winter vacation from January 18 to January 28. Examination for admission January 29. Spring terms begins January 30, 1878. Special attention is directed to the dates for the examinations for admission. Students are expected to be prompt at the opening of the terms. For catalogues or other information address the President.

INSTITUTES—SUMMER AND FALL OF 1877—REVISED LIST.

County.	Place.	Date.	Duration.	Conductors.
Sauk,	Baraboo,	Aug. 6,	2 weeks,	A. Earthman and J. T. Lunn.
Richland,	Richland Center,	Aug. 13,	2 weeks,	Rockwood & W. S. Johnson.
Calumet,	Chilton,	Aug. 13,	2 weeks,	R. Graham.
Juneau,	Elroy,	Aug. 13,	2 weeks,	D. McGregor.
Walworth,	Elkhorn,	Aug. 13,	1 week,	A. Salisbury.
Clark,	Greenwood,	Aug. 13,	1 week,	J. B. Thayer.
Grant,	Platteville,	Aug. 18,	2 weeks,	Geo. Beck & Supt. Guernsey.
Outagamie,	Appleton,	Aug. 13,	2 weeks,	H. Barns and R. Schmidt.
Lafayette,	Darlington,	Aug. 13,	2 weeks,	J. H. Terry and H. Jane.
Eau Claire,	Eau Claire,	Aug. 13,	2 weeks,	Parker & B. M. Reynolds.
Sheboygan,	Sheboygan,	Aug. 13,	2 weeks,	B. F. Anderson & W. F. Brier.
Waupaca,	Waupaca,	Aug. 13,	2 weeks,	J. Q. Emery & J. Burnham.
Ozaukee,	Pt. Washington,	Aug. 20,	2 weeks,	C. F. Viebahn.
Rock 2d,	Clinton,	Aug. 20,	1 week,	A. Salisbury.
Chippewa,	Chippewa Falls,	Aug. 20,	1 week,	J. B. Thayer.
Pepin,	Durand,	Aug. 20,	2 weeks,	L. D. Harvey & A. A. Miller.
Washington,	West Bend,	Aug. 20,	2 weeks,	M. Kirwan & A. E. Chase.
Jackson,	B. R. Falls,	Aug. 20,	2 weeks,	Smith & De La Matyr.
Vernon,	Viroqua,	Aug. 20,	2 weeks,	A. J. Hutton & J. M. Rait.
Buffalo,	Alma,	Aug. 27,	1 week,	A. Earthman.
Manitowoc,	Manitowoc,	Aug. 27,	1 week,	R. Graham.
Rock 1st,	Evansville,	Aug. 27,	1 week,	D. McGregor.
St. Croix,	New Richmond,	Aug. 27,	1 week,	J. B. Thayer.
Kenosha,	Kenosha,	Aug. 27,	1 week,	A. Salisbury.
Crawford,	Mt. Sterling,	Sept. 3,	2 weeks,	D. McGregor.
Pierce,	Ellsworth,	Sept. 3,	1 week,	J. B. Thayer.
Marathon,	Wausau,	Sept. 3,	1 week,	R. Graham.
Brown,	West DePere,	Sept. 3,	1 week,	M. Kirwin.
Waushara,	Wautoma,	Sept. 10,	1 week,	R. Graham.
Racine,	Rochester,	Sept. 10,	2 weeks,	A. Salisbury.
Polk,	St. Croix Falls,	Sept. 10,	2 weeks,	J. B. Thayer.
Taylor,	Medford,	Sept. 17,	1 week,	R. Graham.
La Crosse,	West Salem,	Sept. 17,	2 weeks,	D. McGregor.
Marquette,	Packwaukee,	Sept. 24,	2 weeks,	R. Graham.
Door,	Sturgeon Bay,	Sept. 24,	1 week,	A. Salisbury.
Barron,	Rice Lake,	Sept. 24,	2 weeks,	J. B. Thayer.
Adams,	Friendship,	Oct. 1,	2 weeks,	D. McGregor.
Oconto,	Oconto,	Oct. 8,	1 week,	R. Graham.

EDWARD SEARING,
W. H. CHANDLER,
Institute Committee.

MADISON, July 13th, 1877.

Indiana.

THE Woodruff expedition around the world promises complete success in every particular. The full number of students, 200, will undoubtedly go. The managers are making an effort to secure from the U. S. Government an official recognition, as such recognition will not only give the expedition prestige, but will save expense on account of securing facility of port of entry and freedom from quarantine detention. The expedition will leave New York if official sanction from the Cabinet can be secured before that time, otherwise there will be a delay until after the meeting of Congress.—Wabash College: The Peck bequest, including interest from the July previous to Mr. Peck's death, amounts to \$124,000. By this bequest the Chair of Chemistry is fully endowed to the amount of \$20,000, and the Chair of Natural Philosophy receives \$15,000 towards its endowment. The expenses of the College for the past year have been \$40,000 and income \$41,000 independent of donations and Mr. Peck's bequest. \$3,000 have been spent in assisting indigent students. The endowment fund now reaches the sum of \$200,000. The property of the College, independent of the above, amounts to \$400,000, and there is no debt. The board ordered the expenditure of \$1,800 in the purchase of apparatus. Few colleges in the West in these close times can exhibit so encouraging a financial condition, and none are more worthy of high prosperity.—As stated in a former number of the WEEKLY, Asbury University graduated an unprecedentedly large class at its late Commencement,

numbering 51. The board of trustees by the casting vote of its president, Judge Downey, adopted a rule for the annual election of all the members of the faculty, except the President. This seems to be carrying the policy of itineracy to an extreme. Rev. Dr. Andrus, formerly president of the College, and an earnest advocate of the new measure, justifies it upon the plea that "annual elections or appointments are the rule in all the regular work of the Methodist Church. There are no exceptions to periodical expirations of office in all the work of the Methodist Church, only in case of the Bishops." Dr. Andrus asserts that there is a very rapidly advancing sentiment in favor of bringing that office into the category of limitation. He says that he should surely vote for it, if the opportunity were offered.—The following resolution was introduced by the Committee on Teachers, at the Meeting of the Indianapolis School Board, held July 2, and was unanimously adopted, *Resolved*: That we have witnessed the late Commencement exercises of the High School with unmingled satisfaction. The essays and orations of the graduates were marked by good common sense, accuracy and perspicuity of style, an absence of attempts at mere display and of bombast and affectation; thus giving to the public the solid proof that their training has been effective and judicious in a high degree.

Minnesota.

EVERY body has graduated. Every parent is delighted. Every school has done its best, and Every newspaper has done its duty in reporting pleasant exercises. Essays and orations have been wafted upon every wind from Every high school window, and we wonder what there is left to live for.—The corner stone of St. Olaf's College at Northfield was laid with appropriate ceremonies upon the 4th. This institution is being built by the Norwegians. Its object is a thorough intellectual and Christian training.—Supt. Robbins of Sauk Centre Union School reports no tardiness in the Grammar department throughout the year, and only 18 cases in the whole school for the year. 1,175 visitors for a total enrollment of 322 pupils. Truly that school must be the apple of the eye of Sauk Centre.—The Teachers' Association of the same place held a meeting June 29th. Profs. Kiehle and Gray of the St. Cloud Normal School contributed largely to the success of the meeting.—Minneapolis E. D. has closed its High School department, transferring the pupils to the preparatory department of the University.—The new High School building in Minneapolis W. D. is being pushed forward as fast as men and money can do it, but it will not be ready for occupancy before January 1, 1878. The new Jefferson school building is enclosed, and will be ready at the opening of the fall term. The citizens of Minneapolis are justly proud of these two buildings. No bonds have been issued to pay for them.—Supt. Burt is perfecting arrangements for State Teachers' Institutes to be held during the coming three months.

Illinois.

WE present herewith the report of the Dixon meeting of the Society of School Principals. The contradictory reports respecting the meeting kept away many who would have been present if they had not supposed that the meeting was given up. We regard this Society and the County Superintendents' Association as the working organizations, and as of much greater value than the general Association:

PROCEEDINGS OF THE NINTH ANNUAL MEETING OF THE SOCIETY OF SCHOOL PRINCIPALS OF THE STATE OF ILLINOIS, HELD AT DIXON JULY 11 AND 12, 1877—

The Society met at the Court House at 9 A. M., and commenced its exercises with the following programme:

WEDNESDAY, 9 A. M.—Address of Welcome, E. C. Smith. 9:30—President's Address. 10.00—"Time and Conditions of Promotion." Discussion opened by Leslie Lewis, Hyde Park. 11.00—"Purpose and Manner of Conducting Teachers' Meetings." Discussion opened by W. B. Powell, Aurora. 2.00 P. M.—"Treatment of Dull Pupils." Discussion opened by P. R. Walker, Rochelle. 3.00 P. M.—"Are Recesses Morally or Physically Beneficial?" Discussion opened by H. H. Smith, Ottawa, Ill.

THURSDAY, 9.00 A. M.—General Business. 9:30—"Defects of Our Graded Schools." Discussion opened by E. C. Smith, Dixon.

The Society was opened with prayer by Mr. M. Andrews, of Galesburg. It was moved and carried to adjourn at 3:30 this afternoon for the purpose of taking an excursion up Rock River on the pleasure steamer Rover to view the fine scenery along its banks. Mr. E. C. Smith, in his most happy manner, gave the Address of Welcome, which was responded to by the President, Mr. M. L. Seymour. The Annual Address was then given by the President to an attentive and interested audience. The following gentlemen were appointed Committee on President's Address: Lyman Gregory, Moline; J. M. Piper, Sterling. The following Committees were also appointed:

Auditing Committee:—J. E. Brown, Decatur; S. H. Stickney, Altoona; C. R. Scudder, Ashton.

Nominating Committee:—W. B. Powell, Aurora; P. R. Walker, Rochelle; P. Goodrich, Pecatonica.

Committee on Resolutions:—L. M. Hastings, Aurora; Wm. Jenkins, Mendota; F. A. North, Mt. Sterling.

The Secretary then took up the consideration of the subject, "Time and Conditions of Promotions." This discussion was opened in an able manner by Mr. Leslie Lewis, of Hyde Park. He was followed by Mr. Gregory, of Moline; Mr. Wells, of Ogle; Mr. Gibson of Belvidere; and others. The subject, "The Purpose and Manner of Conducting Teachers' Meetings," was then taken up, the discussion being opened by W. B. Powell, followed by Messrs. Freeman, of Polk; Andrews, of Galesburg; Brown, of Decatur, and others. Many useful suggestions were made, and great interest was elicited in the discussion of this question. The Society then took a recess until 1:30 P. M.

The Society met at 1:30, when Mr. P. R. Walker opened the discussion of the subject, "Treatment of Dull Pupils." He was followed by Messrs. Hartwell, of North Dixon; Jenkins, Gregory, Andrews, and Gibson. Prof. A. A. Griffith was then called upon for an exercise in elocution, which he gave in his usual fine style, and an invitation was extended to him and his children to give an entertainment this evening, which he accepted. Rev. S. S. Waltz offered the free use of the Lutheran Church for this exercise. The question, "Are Recesses Morally and Physically Beneficial," was then discussed. Messrs. H. H. Smith, Powell, Lewis, and others. The general sentiment appeared to be against these time-honored fifteen minute recesses. Society adjourned to meet at 9 A. M. Thursday.

THURSDAY.—Society met pursuant to adjournment, and exercises opened with prayer by A. A. Griffith. The following reports of Committees were then read and approved:

Nominating Committee:—For President, L. Gregory, Moline; Vice President, J. W. Gibson, Belvidere; Secretary, J. M. Piper, Sterling; Treasurer, I. E. Brown, Decatur.

Executive Committee:—J. H. Freeman, Polo; J. W. Cook, Normal; Chas. I. Parker, Oakland.

Committee on Resolutions:—*Resolved*, that the hearty thanks of the Society are due and are hereby tendered to the Board of Supervisors of Lee County for the free use of the Court Room for our sessions, also, to Rev. S. S. Waltz, for the use of the church of which he is the pastor, and Prof. A. A. Griffith and his children for the the pleasing and instructive entertainment given by them at the church. *Committee on President's Address* reported as follows: 1. In regard to high schools and graduating exercises they fully concur with the President, and recommend our fellow teachers to use every fair means to sustain the high schools and to encourage the interest taken in the graduating exercises. 2. That the causes mentioned as affecting the reduction of salaries and the advice relative thereto are worthy of commendation and should receive careful attention. We cannot but add that we severely condemn the practice of underbidding as non-professional and ungentlemanly. 3. We fully endorse the views expressed in regard to election of studies, illustrative work, and to keeping the Principals' Society a separate organization. That we approve the President's views relative to the bill introduced at the last session of the Legislature looking to the establishment of a uniform system of school books. That we regard all such measures as unjust to all parties and unwise in many particulars. Your Committee recommends the publication of the President's address in THE EDUCATIONAL WEEKLY. The above report was unanimously adopted as the sentiment of this Society.

The following resolution was offered by H. H. Smith: *Resolved*, That we recognize in THE EDUCATIONAL WEEKLY an able and useful journal and recommend that its use be made more general among our teachers. Prof. N. C. Dougherty moved to amend by including also the *N. E. Journal of Education*. Prof. Lewis, Hyde Park, moved to insert also the name of *Pomeroy's Democrat*. The amendments were lost and the following substitute was then offered and adopted:

Resolved, That we urge our teachers to subscribe and read some educational journal.

The time for final adjournment having arrived, the President returned his hearty thanks to the Society for its courtesies and honors and expressing what was felt by each member that the present session of the Principals' Society of Illinois has been one of the pleasantest and most profitable meetings of the Society since its inception. H. H. SMITH, Secretary.

Mrs. John M. Gregory died at Buffalo about the first inst. She had been an invalid for several years. Doctor Gregory was not with her at the time, having returned to Champaign for a brief visit. Her death was not unexpected. The sympathies of a wide circle of friends are extended to her husband in his sad affliction.—Henry County will have a double session of its institute this year, the first session being held at Geneseo, July 9-27, and the second at Galva, July 30-Aug. 17. Competent instructors have been secured to assist Supt. Barge.—Mr. George Blount has been elected principal of the Lexington schools at a salary of \$1,000.—Miss Addie Goodrich of the last Normal class is very ill at Normal.—The Peoria County Normal School graduated a class of twelve this year. The total number of graduates is now fifty-eight. The attendance last year was one hundred and twenty. The expense to the county is twenty-six thousandths of one per cent on the assessment.—The Perry County Institute begins at Du Quoin Aug. 6, and continues four weeks.—Miss Belle Moore, of Pike County, a graduate of the Illinois Normal School, Class of '63, is an independent candidate for County Superintendent of Schools.—Arrangements are making for a Teachers' Meeting in Fulton County, to commence about Aug. 20.—The Livingston County Teachers' Institute will continue two weeks from Aug. 20.—The Amboy High School graduated a class of eight this year.—The Dewitt County Institute will be held at Clinton, beginning July 30 and continuing four weeks.—A normal institute will be held at Flora, commencing Aug. 6, and continuing four weeks. It will be conducted by Profs. Brownlee and Foster of the Southern Illinois Normal University.—Supt. Brand, of Jo Daviess County, will hold a two weeks' institute, beginning Aug. 20.

Iowa.

WM. HAYS VS. DISTRICT TWP. JEFFERSON—APPEAL FROM BUTLER COUNTY.

IN this case the board of directors re-located the site for a school-house in Sub-district No. 3, changing it from the northeast corner of section 35 to the center of the district, one-half farther north.

Appeal was taken to the County Superintendent, who, on trial, affirmed the action of the board. From his decision Wm. Hays appeals to this department.

Sub-district No. 3 is three sections in length and two in width, comprising sections 23, 24, 25, 26, 35 and 36. The school-house stands on the northeast corner of section 35, or, in the center of the four sections 25, 26, 35 and 36. The large size of the district and the fact that sections 25 and 26 have a number of wide sloughs running through them, have caused great dissatisfaction to a portion of the residents. To compromise the matter an effort was made to locate a road connecting the two roads running east and west through the district and passing by the center. This road would be one and a half miles long.

The supervisors, probably at their September meeting, ordered a part of this road, one mile commencing at the quarter post between section 23 and 24 and running south, to be opened on certain conditions which were to be fulfilled before their January session. The record shows that these conditions were not fulfilled by that time, and does not show any final action as provided by section 947 of the Code. Hence, the road has not been established by law, neither does the evidence show that it has been established *in fact*, unless the hauling of a few loads of hay along the prairie makes a road of the wagon-track. Hence, if for no other reason, the action of the board violated the law by locating the house away from a public highway, and the County Superintendent erred in affirming said action.

It is the duty of the Superintendent to satisfy himself, that all the conditions of the law are strictly observed in the location of a school-house. We are strongly in favor of supporting boards in their exercises of discretionary power, but an appeal is made for the purpose of testing the equity of the case.

To remove a school-house from the center of a four section district to accommodate a larger district which must sooner or later be reduced, is, to say the least, unwise.

Besides, equity in this case is utterly disregarded, when persons are obliged to travel five miles by the road, to a school-house situated in a *cul de sac*, or at the end of the road. This is not bettered by the fact that this location is the center of the district. Would it be wise to locate in such center, provided it was a duck pond? From the evidence this is but little better, because surrounded by sloughs on all sides.

In a district three miles long and two miles wide, there is great probability that some will be deprived of the privileges of school by reason of distance. It is suggested that if the requisite number of children is not lacking, the board re-district sub-districts 3 and 5, making three sub-districts of four sections each, instead of two with six each. This would seem to remove all difficulty of location of school-house sites.

As the action of the board violated law in not establishing the school-house site upon a public highway, and since the County Superintendent sustained the order, his decision is hereby reversed.

DES MOINES, July 6, 1877.

C. W. VON COELLEN,
Supt. Public Instruction.

Educational News.

MICHIGAN.—Owing to the fact that the Legislature made it necessary for the University to curtail expenses, five of the assistant professors have been given indefinite leave of absence, and students' fees have been somewhat increased. Dr. Hawkes, of Chicago, has accepted the position of lecturer in the Homoeopathic College. Prof. Wm. H. Petree has resigned his position as Professor of Mining Engineering, and accepted that of Geology. C. K. Weed, of Leona, N. Y., has accepted the Chair of Physics. Prof. C. L. Ford was requested to fill the Chair and perform the duties of Prof. of Physiology. In the Medical Department several important changes have been announced. The course of instruction hereafter will continue nine months instead of six, and a higher standard of qualification will be required for graduation. Numerous changes have been made in the faculty.—Two of Flint's best teachers, Prof. Delos Fall, Principal of the High School, and Miss Ida Andrews, Principal of the Fourth Ward School, concluded that in union there is strength, and were married July 18; also Mr. Fall's classmate in college, Mr. J. W. Parker, who was married to Miss Annie M. Hopper the same day, and who united with the former couple in giving a reception at the Institute in Flint on the evening of that day.—Prof. Tower, who has had charge of the Charlotte public schools for two or three years, goes to Dowagiac next year.—Prof. McLouth's summer class in experimental physics and chemistry numbers twenty.—The friends and enemies of the High School at Ionia assembled at the annual school meeting and after a hot contest the friends of the school carried the election of new trustees two to one.—Salaries have been reduced somewhat in Ann Arbor, though not uniformly. There still remains a greater discrepancy between them than in other places.—In the Flint schools, for the year ending June 22, the attendance was as follows: Number of pupils enrolled, 1,916. Average number belonging during the year, 1,326.4. Average daily attendance, 1,218.5. Per cent of attendance, on average No. belonging, 91.8. Number belonging at close of the year, June 22, 1,179. Visits by parents and others during the

year, 1,063.—Twenty-four graduates from the West Side School at Jackson, July 13, Prof. U. W. Lawton, Principal.

MINNESOTA.—Of the five female teachers elected to teach in the Union School at St. Cloud, Misses Owen, Smith, and Moore are graduates of the St. Cloud Normal School, Miss Furlow is of Rochester, Minn., and Miss Bridgman is of South Amherst, Mass.—The *Manitoba Daily Free Press* says that Dr. C. N. Hewitt, of the Minnesota State Board of Health; Prof. N. H. Winchell, State Geologist of Minnesota, and Prof. Peckham, Professor of Chemistry in the Minnesota State University, have been making a scientific analysis of the water supply of the Red River country, from which it is expected that a report will be made which will prove as favorable to the citizens of Manitoba as of Minnesota.—Prof. Gedge, of St. Paul, has been elected Principal of the High School of Mankato.—Patrick Gorman, formerly of Lanesboro, has been employed as Principal of the Independent District School, St. Cloud, at a salary of \$800 for nine months.—Prof. J. B. Clark has been elected to the Chair of History and Political Economy in Carleton College. The outlook for this institution next year is promising. Board—under charge of the matron—costs only \$2.75 per week.—E. A. Parks has been elected Principal of the St. Cloud Union School. He comes from Belfast, N. Y.,—is a graduate of the Genesee State Normal School.—Miss E. A. McKenney, a graduate of the St. Cloud Normal School, has received an appointment to a position in the Red Wing graded school.—The following from the *St. Cloud Journal-Press* will tell its own story: "The Board of Education of the St. Cloud School District, at the meeting Monday evening, made a contract with Van Antwerp, Bragg & Co., (successors to Wilson, Hinkle & Co.), of Cincinnati, by which the latter engage to furnish all the books needed during the ensuing five years at rates about one-half of the present prices. The contract includes the following standard school books: Harvey's Readers—1st, 2nd, 3rd, 4th, and 5th; Harvey's Language Lessons; Harvey's Elementary Grammar; White's Primary Arithmetic; White's Complete Arithmetic; Eclectic Geography, No. 1; Eclectic Geography, No. 2; Venable's United States History; Brown's Physiology; Norton's Philosophy; Eclectic Copy Books. And other books wanted by the district are to be furnished at the same discount. This is a very favorable contract for the district, especially as many of the books on the list are already in use in our schools. There are but two or three cities in the United States which obtain books at as low prices as these are offered at. The county commissioners, as will be seen by a resolution published in another column, have instructed the County Superintendent of Schools to decline to take any action under the Merrill bill and to inform the officers of the different school districts in the county that they can supply their schools with books, from Van Antwerp, Bragg & Co., at the same rates as have been secured by the St. Cloud and Sauk Centre districts. We would recommend the different district officials to take prompt action, and avail themselves of this opportunity for obtaining school books of the very highest order, published by a responsible house, at low prices, without any of the machinery or risk of the Merrill law. We learn from Major J. E. Hamilton, the courteous agent by whom the Cincinnati house was represented, that arrangements will be made by the publishers with some dealers here and at Sauk Centre to handle the books, so that districts can be supplied at any time."—The Red Wing High School graduated a class of two young men this year, who will enter the freshman class of the State University. The exercises were held in Opera Hall, the best public audience room in the city, which was literally packed with a quiet and appreciative audience. The literary productions were highly commended. The exercises gave great satisfaction. Mr. Fred W. Farnsworth, of Milford, N. H., a recent graduate from Dartmouth College, a teacher of successful experience, has been engaged for the High School the coming year.

Publishers' Notes.

FOR the information of those who would like to place the WEEKLY on file in a school or public library, we will say that the name of any public library or reading-room will be placed on our subscription list for one year on receipt of *two dollars*. This has already been done in many instances, and we recommend that others of our subscribers should avail themselves of the opportunity to place the WEEKLY in the hands of the people.

—THE EDUCATIONAL WEEKLY has aspired to and attained a new and much more desirable location. We have only space enough to make this statement here, and to offer it as an apology for delay in the appearance of the paper. We have been annoyed beyond measure by delays and defects which we trust we have now rid ourselves of forever. More next week. Address us hereafter at 170 Madison Street.

—The *Ready Index* explains the "day problem" and answers numerous questions regarding longitude, time, etc.; shows where day begins; what part of the earth's surface has one day, at any time, and what part another; why a day is lost in going around the earth easterly or westwardly; where it is day, and where it is night; also the local time of any event happening elsewhere, etc., etc. It is a good thing for geography classes. See advertisement.

—When a subscriber fails to receive any number of the WEEKLY, notice should be sent to the publishers after the next number has been received, and the missing number will be re-mailed. Always give the *number* of the paper. It is not sufficient to say "The last number." By reason of a mishap which could not be avoided, all our Michigan mail, and part of Illinois, was seriously delayed last week.

—The attention of college trustees and principals of high schools is invited to the advertisement of Prof. Hennequin in this paper.